COMPRASION OF SELECTED PSYCGOLOGICAL VARIABLES AMONG MULTI-LEVEL INDIAN FOOTBALL COACHES

SHORT SYNOPSIS

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Certificate

I hereby declare that the short synopsis **"Comparison of Selected Psychological Variables Among Multi-Level Indian Football Coaches"** being submitted in partial fulfilment of the requirement for the degree of Doctor of Philosophy in Physical Education under faculty of Physical education of Lakshmibai National Institute of Physical Education, NERC, Guwahati, Assam during the academic year 2023-24.

It is Bonafide record of original work carried out under the supervision of Dr. Shailesh Kumar Singh and has not been submitted in full or part to any other university or institute for a degree or diploma. Further it is certified that the short Synopsis is plagiarism-free, and the proof has been submitted.

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ABSTRACT

The psychological motivation of a sports trainer plays a vital role in shaping both individual performance and overall team development. This study investigates key psychological variables—emotional intelligence, mental health, self-efficacy, perceived stress, and personal effectiveness—among Indian football coaches holding AIFF "D", AIFF "C", and AFC "B" licenses. A total of **135 coaches (N = 135)** from these three certification categories were selected to explore differences in psychological attributes based on their level of qualification and experience. Standardized psychological assessment instruments were employed to ensure the validity and reliability of the collected data.

The primary objectives of the study are to (1) characterize the level of all selected psychological variables using descriptive statistics, and (2) analyze group differences through ANOVA (Analysis of Variance) and MANOVA (Multivariate Analysis of Variance) using SPSS software. Further statistical techniques will be applied where appropriate, depending on the nature of the data. The level of significance will be set at **0.05**. The study aims to provide a deeper understanding of how psychological competencies develop alongside professional coaching credentials. Emotional intelligence is crucial for managing relationships and motivating players, while self-efficacy influences confidence in decision-making under pressure. Mental health and perceived stress impact the coach's ability to maintain consistent performance, and personal effectiveness reflects the integration of these traits into overall professional success. Findings from this research may inform policy-making and training programs by underscoring the importance of mental health support and psychological skill development for football coaches. Ultimately, this study contributes to the broader goal of enhancing both the technical and psychological dimensions of coaching for improved team outcomes and a healthier sports environment.

1 INTRODUCTION

Research is any organized inquiry designed and carried out to impart knowledge for solving a problem (William C. Emory). It's a systematic attempt to collect data that aids in issue solving and knowledge advancement. Research is essential in physical education because it helps to improve performance, shape instructional strategies, and comprehend how people develop on all levels—physical, mental, emotional, and social.

The thing of physical education is to develop the full person, not only educate movement. According to JP Thomas, physical education is instruction delivered through physical exercises to help children develop their whole personalities and achieve fulfilment and perfection in their bodies, minds, and spirits. Children and youthful people around the world have served from physical education because it fosters social connection, discipline, and health. Ongoing exploration is needed to ameliorate its use and instruction in order to increase its impact.

Sports coaching, particularly in football, is one field where research has significantly changed things. One of the most well-liked team sports worldwide is football. It requires a variety of abilities, such as mental focus, physical strength, coordination, and strategy. A skilled coach who mentors players, fosters teamwork, and molds performance on and off the field is the play key role behind any successful football team. With credentials like the AIFF 'E', AIFF 'D', and AIFF 'C' diplomas, as well as AFC 'B' diplomas and AFC goalkeeping training, among others, football coach education in India has grown more systematic. These courses give trainers both theoretical understanding and real-world expertise. Coach education is essential for raising training standards.

Emotional Intelligence (EI)

Emotional Intelligence (EI) has been conceptualized as an important predictor for success at the workplace (Goleman, 1995). Though some elements of the concept are controversial (Matthews, et al., 2002), the theme of EI still resonates with practitioners and theorists in the business world (Mayer, et al. 2004). The appeal of EI has been continuously fueled by claims stating that it is a key foundation of successful job performance (Joseph & Newman, 2010). The concept of emotional intelligence has garnered a lot of attention. This interest was sparked in large part by Goleman's (1995) book, namely the assertion that emotional intelligence (EI) accounts for a greater proportion of individual success variance than IQ (Dulewicz et al. 2003). The ability to effectively control one's emotions, which includes the capacity to observe one's own emotions as well as those of others, distinguish between them, and utilize this knowledge to inform one's thoughts and behavior, is known as emotional intelligence (Salovey and Mayer, 1990).

Mental health

A person's emotional, psychological, and social well-being—all of which impact their thoughts, feelings, and behaviors—is referred to as their mental health. Since mental health promotes decision-making, stress management, and interpersonal interactions, it is essential at every stage of life, from childhood and adolescence to adulthood and old age. Although it isn't always necessary, defining mental health is essential to enhancing it. It could appear that

there are too many disparities in values between countries, cultures, and genders for a consensus definition. However, much as money and age both have a fundamental, universal meaning despite having a wide range of various manifestations throughout the universe, mental health can be understood without restricting its interpretation across cultures. The World Health Organization (2018) defines mental health as "a state of well-being in which every individual recognizes his or her abilities, can cope with the normal stresses of life, can function productively and fruitfully, and can contribute to his or her community." Mental health can also be described as a "dynamic state of internal equilibrium that enables individuals to use their abilities in harmony with universal values of society." According to Galderisi et al. (2017), "the harmonious relationship between body and mind that contributes, to varying degrees, to the state of internal equilibrium; flexibility; ability to recognize and cope with adverse life events and function in social roles; basic cognitive and social skills; and the ability to modulate and express one's own emotions as well as empathize with others." As a result, mental health is often understood to be the absence of mental illness and is characterized as a condition of normalcy in which each individual may effectively operate toward themselves and their community. The primary goals of mental health are to empower individuals and communities to achieve their own goals and to improve their abilities. Therefore, mental health should be a priority for everyone, not just those who suffer from mental illness.

Self-efficacy

The concept ‘self-efficacy’ was 1st coined by Albert Bandura. Self-efficacy means “an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments” (Bandura, 1977, 1986, 1997). Self-efficacy refers to “perceived capabilities for learning or performing actions at designated levels” (Schunk & Pajares, 2009, p-35 based on Bandura,1997). Self-efficacy is the belief that one can achieve particular goals. This suggests that these individuals are more likely to believe that their actions have the power to successfully alter the world.

Stress

Stress can be defined as "a complex physiological state that embodies a range of integrative physiological and behavioral processes that occur when homeostasis is under threat, whether real or perceived" (Selye, 1956). The term stress has been perceived differently by different people. Thereby, the degree of perception is correlated with the stress's intensity and appraisal of the observer to an event. Stress is a very common phenomena in individuals’ life and that may be happen due to the physical, social and environmental causes. Frustration, conflict, change, pressure etc. are the common sources of stress. According to Hans Selye, ''Stress is the salt of Life”, which means stress is the very adequate factor in life but, if it exceeds beyond a limit, it will be destructive in nature. The outcome of stress can be determined by the way an individual respond to stressful events. People's physical and mental health can be impacted by stress.

Personal Effectiveness

Through evaluating progress in your area of managerial responsibility, you'll take advantage of your own opportunities and prospects and develop the ability to recognize the advantages and advantages of others. "Personal Effectiveness" encourages managers to gain self-knowledge and apply this to their behavior, both in relation to their own job performance and in the role of leading and managing others. Managers are encouraged by "Personal Effectiveness" to constantly improve their knowledge, abilities, and conduct in order to be suitable for 21st-century leadership. Managers are exposed to the idea of effective performance in "Personal Effectiveness," along with the basic techniques and tactics required in terms of behavior and skills to achieve successful performance. The authors follow the Personal Competency Model currently in favour and anticipate future developments within the model. The behaviours, or competencies, which underpin effective performance in modern management are addressed and those behaviours associated with the Personal Competency Model are explored and developed.

2 LITERATURE REVIEW

Rodríguez and associates (2024) Although there is no data on soccer coaches and referees, there is evidence that great soccer players live longer than the average population. Our goal was to compare the longevity of both professionals to that of the general population and soccer players. For this retrospective cohort study, 328 male Spanish soccer coaches, 287 referees, and 1230 soccer players who were all born before 1950 were divided into two cohorts. The coaches and referees were matched 2:1. We used the Kaplan-Meier estimator to compare the cohorts' survival and the log-rank test to determine significance. We determined the fatality hazard ratios for coaches and referees in comparison to the general male population in Spain for same period of time. Although differences in survival between Cohorts were found, although they lacked statistical significance for referees, the predicted median survival duration was 80.1 years (95% CI 77.7–82.4), for coaches, it was 78 years (95% CI 76.6–79.3), for referees matched with players, it was 78.8 years (95% CI 77.6–80), and for coaches matched with players, it was 76.6 years (95% CI 75.3–77.9). Compared to the general population, the mortality rates for coaches and referees were lower, however this difference vanished around the age of 80. Among Spanish best soccer referees, coaches, and players born before 1950, no differences in longevity were discovered. Referees and coaches both had fewer deaths than the overall population, however this difference vanished around the age of 80.

Hamamcioğlu & acar (2024) conducted a study which aimed to examine the self- confidence and self- efficacy levels of soccer referees. It was conducted with relational using survey model quantitative research method. 100 persons made up the study's sample for working as football referees in Nicosia, Famagusta, Kyrenia, Güzelyurt and İskele districts in TRNC. As data collection tools, a form containing personal information of the participants, the Self- Confidence Scale developed by Akın (2007) and the Referee Self- Efficacy Scale developed by Myers, Feltz, Gullien, and Dithurbide (2012) and the Turkish validity oath reliability study conducted by Karaçam and Pulur (2017) were used. According to the data obtained, it is seen that soccer referees generally

have a strong sense of self-efficacy and confidence. Of particular, it is noteworthy that the average values of general self- confidence and general selfefficacy are quite high. However, there are lower means values in some areas in the subscales, indicating that there is potential for improvement in certain areas. Moreover, the self-efficacy levels of soccer referees and their internal self-confidence showed evidence of a favorable correlation. External self-confidence and self-efficacy levels were discovered to have a strong correlation, much like a positive oath (Sertel, Gökbörü & Yınal, 2023).

Examining self-efficacy generally produced similar findings, and there were positive oath significant connections between self-efficacy, decision making, game knowledge, physical self-efficacy, and pressure oath communication. Nevertheless, there was no statistically significant correlation between self-efficacy and outward self-confidence. There is statistical uncertainty regarding the relationship between general self-confidence and self-efficacy levels. The effect of general self-confidence is unclear; However, it is evident that external self-confidence does not significantly participate in the explanation of self-efficacy levels. It might be necessary to include additional variables to offer a more thorough explanation of this model. Keywords: self-efficacy, self-confidence, football, and referee.

Lay, E. G., and Bruno, L. F. (2008) The goal of the research was to assess a group of Brazilian executives' personal values profile, the most common leadership philosophies, the efficacy of their leadership, and the connection between the two. A closed instrument of the rank order kind has been created and used to assess the personal values profile. It has been utilized as a tool that is offered for purchase to ascertain the most common leadership philosophies and the efficacy of the executives engaged. Utilizing the linear regression method to calculate the linear correlation coefficient between the aforementioned variables, involving 400 executives, in order to confirm the association between leadership effectiveness and personal values balance. According to the study, the CEOs' personal values profile is unbalanced, with a preponderance of theoretical and economic values. The study has also revealed a lack of adaptability in leadership styles, highlighting dominating approaches to idea exchange and sales. Additionally, the study found that the executives participating had modest levels of leadership effectiveness. Lastly, the study discovered a strong positive relationship between the balance of personal values and the efficacy of leadership. It also discovered that the balance of personal values was better when examining just the sample of 50 CEOs who worked for businesses that performed better during the preceding three years.

Hassan, Abdo (2024) Research objectives: The current research aims to identify: 1-Differences between football referees (C1, C2, C3) in the level of psychological immunity in Assiut Governorate. 2- Differences between football referees (C1, C2, C3) in the ability to make decisions in Assiut Governorate. 3-The relationship between psychological immunity and the ability to make decisions among football referees in Assiut Governorate. Research plan and procedures: Research methodology: Due to its appropriateness and the study's methodology, the researcher employed the descriptive method. Research community: The following table (1) lists the members of the research community for the year 2022/2023 AD. The research community consists of 84 registered Egyptian Football Association referees (in the Assiut region). Conclusions: 1. The psychological

immunity of football referees (C1, C2, and C3) varies statistically significantly, with the C1 referee having the highest level, followed by the C2 and C3 refs. 2. The capacity of football referees (C1, C2, and C3) to render decisions in favor of the C1 referee, C2 referee, and C3 referee is statistically significant. 3-There is a statistically meaningful connection between the level of psychological immunity and the decision-making ability of football referees.

Preety (2024) The study's goal was to ascertain the interaction effect of 02 independent variables Sports /non- sports and parenting (LPPS/HPPS) with 03 dependent variables i.e. Social Competence, Emotional Achievement and Academic Performance combined in addition to in separate groups. A total of 400 hundred women that took part were selected from a variety of government and government aided schools of Chandigarh. Results highlighted that significant interaction effect of Sports/Non- sports and Perceived Parenting (LPPS/HPPS) combined as well as in separate group analysis on the combination of Social Competence scores, scores regarding academic success and emotional intelligence achievement and social competence were not significantly impacted by the interaction between perceived parenting (LPPS/HPPS) and sports/non-sports. However, there is also a notable interaction effect on the emotional intelligence variable. Social competence, emotional intelligence, and academic achievement were found to differ significantly between students who participated in sports and those who did not. There was no discernible difference between students with low and high rated parenting methods in their academic achievement or social competency scores. On the emotional intelligence variable, however, there was a notable difference.

Acet, M., Gumusgul, O., & Isik, U. (2017) In this study, the aim was to investigate leadership characteristics of football coaches who was member of Turkish Football Coach Association according to some variables. With this aim, the Sport Leadership Scale was utilized to 144 football coaches in coach development seminar which was organized by Turkish Football Coach Association. Leadership Scale for Sport created in 1980 by Chelladurai and Saleh to evaluate athletes' perception of coaches' behaviors, their leadership style or how athletes perceive their behaviors in 5 subscales. According to the data collected from research group, there weren't any notable variations on age and coaching certificate variables ($p>0,05$); but significant variations were observed on coaches' education situation and their experiences. With reference to this, in educational and teaching subscale when coaches completed high school, they had significantly higher scores than bachelor graduated coaches ($p<0,05; t=1,852$). . Additionally, less experienced coaches were found to had significantly higher scores in autocratic behavior compared to more seasoned coaches ($p<0,05$; $F=2,305$). Consequently, it is necessary that coaches giving direction to country football, should have leadership characteristics. No notable differences were found on age and coaching certificate variables on leadership subscales, but it could be observed high school graduated coaches could have more educational and teaching behaviors. The reason could be high school graduated coaches was feeling more need to improve themselves. Also, it was expected result that younger coaches have been more autocratic than more experienced coaches, because they have made an attempt to establish their worth.

Kawaljit Kaur (2019) The standards of athletic performance of human's disciplines have been completely changed as a result of science. Scientists have exploited their knowledge to exploit the mental and physical prowess of athletes. In order to examine the influence of many psychological elements, researchers from a range of scientific fields are focusing on comparative sports. Numerous psychological treatments are being administered in an ongoing, ceaseless endeavor to improve sports performance. Expensive study has been required to find many psychological elements that have a direct impact on athletes with disabilities' performance because of the rivalry for supremacy in sports.

Lamba, Deepika (2023) Examining the effect of single session integrated cognitive behavioral therapy (SSI-CBT) on perceived stress and its correlates was the present investigation's objective. Variables studied were perceived stress, resilience, the standard of living, valued based living and social problem solving. According to the results, the experimental group differed significantly of SSI-CBT on all the variables that is, perceived stress (measured on perceived stress scale and visual analogue scale), resilience, quality of life ((physical, psychological and environmental), valued based living and social problem-solving ability. There was no significant effect on all variables in control group on comparison, at post assessment phase a significant difference was seen on the variables perceived stress (on perceived stress scale and visual analogue scale), resilience, quality of life (physical, psychological and environmental), valued based living and social problem-solving ability. SSI-CBT was discovered to be successful in reducing perceived stress and enhancing resilience, quality of life, valued based living and social problem solving.

Voris (2011) Evaluated the job happiness of 222 early-career special education teachers (0–5 years) working in 21 central Kentucky school districts using the Brayfield Rothe Job happiness Index (1951), updated by Warner (1973), and the Teacher Sense of Efficacy Scale to gauge self-efficacy. Individuals with a standard degree and those who had earned an alternative certification did not significantly vary, according to the results. According to the findings, both special education teachers were happy in their roles.

Coleclough, J. (2023) Examining coaches' and referees' opinions of the match referees' choices regarding player-to-player contact situations during the UEFA Euro 2012 soccer tournament was the aim of the current study. A movie containing 106 episodes was created and examined in light of the game's rules. In 91 of the 106 events, the match referees made the right call, and in 88 of the incidents, they imposed the appropriate punishment. After seeing the film, seven coaches and six referees expressed their agreement or disagreement with the match officials' rulings and penalties, offering justifications as necessary both the coaches and the match referees made decisions that were thought to be right. The four components of Mascarenhas et al.'s (2005) "Cornerstones Model," which was created for rugby union officiating, were all applicable to soccer refereeing, In accordance with the accompanying remarks. In accordance with the study, referees interpret the game's rules when making decisions. As per the participants, the officials needed to balance the game with management and control and the proper application of the game's rules,

and their mobility and location were crucial to sound decision-making. They also believed that contextual elements influenced decisions.

3. OBJECTIVES OF THE STUDY

PROBLEM STATEMENT

This research looks into the differences in selected psychological variables—such as emotional intelligence, self-efficacy, perceived stress, and mental health and personal effectiveness—among Indian football coaches holding various certification levels. It aims to understand how psychological traits vary across coaching tiers and how these factors influence coaching effectiveness within the sport.

RESEARCH OBJECTIVE

The following will be the study's objectives, which will be based on the problem statement:

1. The study's primary goal is to analyze a few chosen psychological traits of Indian football coaches at various levels.

2. The study also aims to determine the current state of the chosen psychological variables among Indian football coaches at various levels.

DELIMITATIONS

1. Only 135 Indian football coaches at various coaching levels would be included in the study.
2. Based on their teaching levels, the entire number of coaches will be chosen from three categories.

	COACHING LEVEL	NO. OF SUBJECT
COACHES	AIFF ‘D’	45
	AIFF ‘C’	45
	AFC ‘B’	45

3. The study will be delimited to psychological variables such as Emotional intelligence, Mental health, Self-efficacy, Perceived stress and Personal effectiveness.
4. The study will be further delimited to selected psychological variables of different level football coaches (AIFF ‘D’ AIFF ‘C’ and AFC ‘B’).
5. The study will be further delimited to the selected psychological variables of male football coaches.
6. All the selected psychological variables will be assessed by the researcher himself.

LIMITATIONS

The following limitations will be considered.

1. Daily routine, food habit and social background of the practice arena and home of coaches which might have had an effect on the study will be taken as the limitations for the study.
2. The absence of advanced instruments for data collecting will also be regarded as a drawback of this research.

HYPOTHESES

For this investigation, the following hypothesis will be developed:

1. There will be a significant difference in emotional intelligence amongst different level of football coaches.
2. There will be a significant difference in Mental health amongst different level of football coaches.
3. There will be a significant difference in Self-efficacy amongst different level of football coaches.
4. There will be a significant difference in Perceived stress amongst different level of football coaches.
5. There will be a significant difference in Personal effectiveness amongst different level of football coaches.

4 RESEARCH METHODOLOGY

SUBJECTS SELECTION

This research will involve 135 Indian football coaches selected from various certification levels, aiming to assess and compare their psychological attributes to understand differences in mental readiness and coaching effectiveness.

	COACHING LEVEL	NO. OF SUBJECT
COACHES	AIFF ‘D’	45
	AIFF ‘C’	45
	AFC ‘B’	45

SELECTION OF VARIABLES

1. Emotional intelligence
2. Mental health
3. Self-efficacy
4. Perceived stress
5. Personal effectiveness

CRITERION MEASURES

Variables	Questionnaire	Items	Authors of Questionnaire
Emotional intelligence	Emotional intelligence scale	34	Anukool Hyde, Sanjyot Pethe & Upinder Dhar
Mental health	Mental health inventory	56	Dr. Jagdish & Dr. A.K. Srivastava
Self-efficacy	General Self-Efficacy Scale (GSE)	10	Schwarzer, R., & Jerusalem, M. (1995).
Perceived stress	percieved stress scale	10	Cohen et al.
Personal effectiveness	Personal effectiveness scale	39	Upinder Dhar & Santosh Dhar

Administration of test and collection of data

Questionnaire will be distributed to each subject and content of the questionnaire will be explained in their on understandable language to the subjects prior responding to the questions.

Dates Will be scheduled for data collection depending on the availability of the participants. The researcher will meet all the participants individually, explain the study's objective and written informed consent will be obtained from all participants.

QUESTIONNAIRE

1. Emotional intelligence
   - Sanjyot Pethe, Upinder Dhar, and Anukool Hyde created the emotional intelligence scale. An individual's emotional intelligence is evaluated with this test. The total number of items in this tool is 34. Tool for a five-point scale.
2. Mental health
   - A.K. Srivastava and Dr. Jagdish created the mental health scale. This test is used to evaluate a person's mental health. There are 56 items in all in this utility. A four-point scale instrument.
3. Self-efficacy
   - R. Schwarzer and M. Jerusalem created the General Self-Efficacy Scale (GSE) in 1995. The purpose of this test is to evaluate an individual's self-efficacy. There are ten elements in all in this tool. A four-point rating system.
4. Perceived stress
   - Cohen et al. created the perceived stress scale questionnaire. This test evaluates a person's level of stress. There are ten elements in all in this tool. A five-point rating system.
5. Personal effectiveness
   - Santosh Dhar and Upinder Dhar were on the personal effectiveness scale. This test evaluates a person's capacity for personal effectiveness. There are a total of 39 items in this tool. There are 39 items on this scale, which are separated into 11 factors.

COLLECTION OF THE DATA

The data will be collected for selected psychological variables by administering the respective tests. The test administered at the suitable place where subjects want to and according to the time suitability of the subject. And it will be under the observation of the researcher to ensure that the data collected is reliable each subject responding fairly.

ADMINISTRATION OF THE TESTS

Before the tests are administered, the subjects will meet with the investigator. There will be no

doubt in their minds about the time and effort required to successfully complete the tests because they will be given a thorough explanation of the study's aim, significance, and testing procedure requirements.

Variables to be tested:

1. Emotional intelligence
2. Mental health
3. Self-efficacy
4. Perceived stress
5. Personal effectiveness

STATISTICAL TECHNIQUE

1. To characterize the level of all the selected psychological variables Descriptive Statistics will be computed.
2. The data will be analysed by using ANOVA (Analysis of the variance), MANOVA (Multi Variate Analysis of the variance) with the help of SPSS and further analysis appropriate technique will be used after data collection if needed.
3. The level of significance will be set at 0.05.

6 EXPECTED OUTCOMES OF THE RESEARCH

This study is expected to show how psychological traits like emotional intelligence, stress levels, and self-confidence differ among football coaches with different certification levels. The results may reveal that higher-level coaches have stronger psychological skills due to more training and experience. These revelations may enhance coach education by including more focus on psychological development and support

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